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ABSTRACT

Designed as a self-directed career planning resource for students at community colleges, this booklet presents four modules providing students with step-by-step career exploration activities and information. The first module, Introduction to Career Planning, discusses the effect of career choice on students' lives and the reasons why people choose particular careers; reviews the nature of changing career goals and the basic principles of the career planning process; and encourages students to make a commitment to actively explore their career options. The second module, Self Assessment, includes a list of 46 sample occupational interests; a skills evaluation exercise; a values evaluation exercise; a career exploration chart for summarizing information gathered about interests, skills, and values in six career clusters; a 3-step guide to interpreting results; and a follow-up activity for the module. Module 3, Career Exploration, is designed to help students translate the career groups identified in Module 2 into specific occupations to consider. Included in Module 3 are a description of the U.S. Department of Labor's Occupational Outlook Handbook, an occupational index and five related steps for using the index to choose a career, sample blank career information sheets, and an interview form for gathering information from individuals working in students' potential careers. The final module, Academic Planning, discusses the levels of study available to students; presents a list of university, associate, and job training programs in the 6 career clusters; provides 15 secrets to college success; and describes 7 other resources for career exploration. (HAA)

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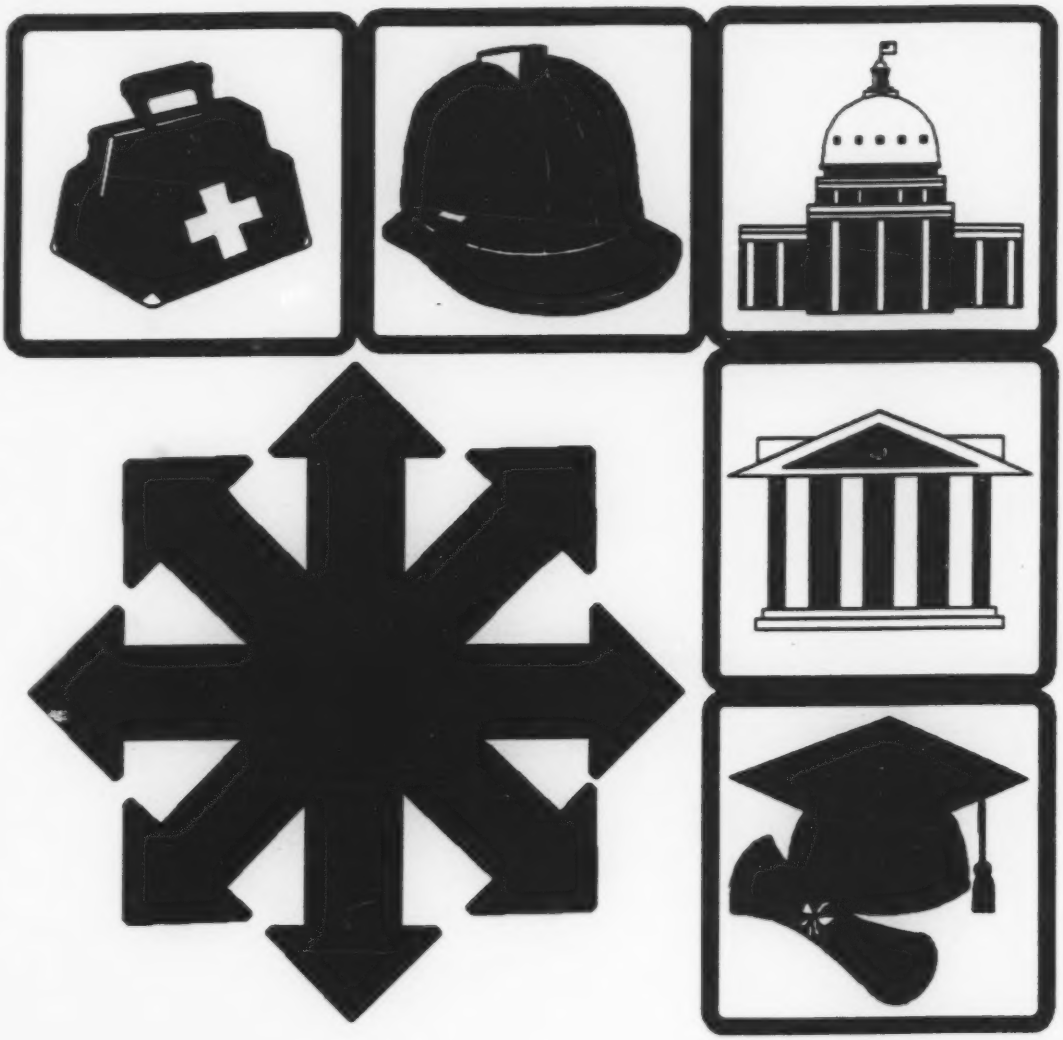
CAREER OPTIONS

A Self-Directed Career Planning Booklet



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PREFACE

Career Options is a self-study booklet that will introduce you to the career planning process. Since 1992, thousands of students have started their career exploration with this easy to use booklet. There are four (4) modules in this booklet.

Module 1: Introduction to Career Planning provides information about why career planning is important, measures your readiness to engage in career planning, and explains some basic principles of career development.

Module 2: Self Assessment provides an explanation of how your personal characteristics relate to career decisions. This module leads you through an informal evaluation of your career interests, skills, and work-related values.

Module 3: Career Exploration shows you how to gather more information on occupations that you have decided to explore as a result of your self-assessment. It explains how to obtain information about typical work tasks for a given occupation, work environment, training/educational requirements, typical starting salary, and employment opportunities and outlook.

Module 4: Academic Planning provides some guidance on how to translate your occupational options into a workable educational plan.

Career Options provides an introduction to the career planning process. **If you want more in-depth assistance, refer to the section of this booklet entitled "Career Resources" (page 56).**

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1

INTRODUCTION TO CAREER PLANNING

AN IMPORTANT DECISION

"The human race is faced with a cruel choice: work ... or daytime television."

- Anonymous

Choosing a career direction is one of the most important decisions that you will ever make. It can influence:

* your standard of living and your ability to provide for your family
* your opportunity to meet others with common interests
* your day-to-day sense of work satisfaction
* the nature of your activities during a significant part of your life
* your personal sense of meaning and fulfilment

Work is important to different people for differing reasons. Most people must work to "put bread on the table"-- for financial rewards -- but that is usually only one of their reasons for working. For example, people also work in order to:

* contribute to the welfare of others
* get a sense of satisfaction from exercising their skills
* be able to engage in the challenge of problem-solving
* develop and use leadership abilities
* have an opportunity to meet others of similar interests
* be more self-sufficient and independent
* increase their sense of security
* develop expertise in a skill or area of knowledge

As you conduct your own career planning, you will explore why work is important to you and clarify the values that you seek from an occupational choice.

DEFINITION OF TERMS

As you begin the process of career planning, definition of a few key terms will be helpful. Your *career* is the path you will take through the world of work over the course of your lifetime. As a part of your career, you will work in one or more *occupations* or fields of

work. Within an occupation, you will have a series of *jobs* in specific settings involving specific tasks. For example, you may have a *career* in Medicine, currently employed as a Physician's Assistant (your *occupation*) at Methodist Hospital, classified as a "PA III" (your *job* classification). Keep these distinctions in mind as you complete this booklet.

CHANGING GOALS

Many high school students do not start college with a clear career goal; and those who do have such a goal often change it based upon their college experience.

College is a unique opportunity for growth and change -- a chance to expose yourself to options that you may never have considered before. Because of this, change is to be expected, even desired, as you continue your education. Career decision making is not a once-in-a-lifetime event; it is a process that you will repeat many times during your life.

It may seem, at first, that your goals become less clear as you learn more about yourself and the world of work. This will change as you learn to effectively explore career alternatives. You will learn to develop meaningful, realistic, and flexible goals as a way of guiding your direction through life.

EXERCISE Complete this sentence:

A clear career goal is important to me because _____

_____

_____

MYTHS

There are a number of common errors in the way most people think about career planning. Test yourself with the following exercise.

EXERCISE **Mark each of the following items either True (T) or False (F) by circling the letter of your choice.**

1. T F Career testing will tell me exactly what occupation is right for me.
2. T F There is a single, perfect occupation for me.
3. T F I'll only have to do career planning once in my life.
4. T F Career planning will change what I think I want to do.
5. T F I already know everything I need to know about my occupation of choice.
6. T F I don't need to worry about making career choices until my second year of college.
7. T F The best way to decide on an occupation is to just start taking related courses and see how I do.
8. T F I don't have the time to spend on career planning right now.

In some sense, all of the above items are false. How many did you get right? _____ Such myths are often held as truth by many people. This kind of common misunderstanding makes myths hard to recognize as untrue, and can create problems in the career planning process. A few of these common myths are examined below:

MYTH 1: "Career testing will tell me exactly what occupation is right for me."

FACT 1: **No test will tell you "what to be when you grow up."** Test results are merely another form of information about yourself and must be carefully interpreted as such. Similarly, a career counselor cannot tell you what occupation would be best for you; he or she can, however, guide you through the choice process.

MYTH 2: "There is a single, perfect occupation for me."

FACT 2: **No single occupation is the perfect one for you**; there are many occupations that have the potential to meet your career goals. Career choice also often requires the willingness to balance disadvantages with advantages and to make choices between several appealing alternatives.

MYTH 3: "I'll only have to do career planning once in my life."

FACT 3: **Career planning is a process that will continue throughout your lifetime**. You will probably change jobs (or even occupations) several times during your career.

MYTH 4: "Career planning will change what I think I want to do."

FACT 4: **Your goal may or may not change.** If it does, such a change will be based upon better information about yourself and the world of work. It will not threaten plans that are realistic and well-informed; indeed, it will serve to confirm such plans.

MYTH 5: "I already know everything I need to know about my occupation of choice."

FACT 5: **Your knowledge may be incomplete.** Media depictions are often distorted, glamorized, and unrealistic pictures of what is really involved in a given occupation. Also, there are often "hidden" parts of a job that may not be obvious at first glance. Fortunately, sources of reliable information are readily available to help you find out about such things.

MYTH 6: "I don't need to worry about making career choices until my second year of college."

FACT 6: **The longer you wait, the more likely that you will have to take courses above and beyond the minimum needed to graduate.** Some programs of study prescribe courses to be taken during the first term of enrollment. This could mean extending the time you spend in school, with the greater cost of doing so.

MYTH 7: "The best way to decide on an occupation is to just start taking related courses and see how I do."

FACT 7: **The "sink-or-swim try-a-course" method is not the best strategy.** It's a better idea to do some exploration and *then* to see how you do in the courses related to the requirements of occupations you are considering.

MYTH 8: "I don't have the time to spend on career planning right now."

FACT 8: **In the long run, career planning can save you time and money.** Unrealistic or misguided career plans may cause you to take unnecessary courses, do poorly in courses not matched to your skills, and otherwise extend the time (and money) needed to reach your goals.

READINESS FACTORS

There are many important factors that influence your readiness to effectively make a career decision. A few of these factors are briefly described below.

Motivation
To evaluate your motivation, answer the following questions (circle answers):

Do you feel it is important to make a career decision at this point in your life?	Yes	No	Uncertain
Are you willing to make career planning a high-level personal priority?	Yes	No	Uncertain

As the old saying goes, "You can lead a horse to water, but you can't make it drink." Unless you understand the importance of career planning and its relevance to your personal well-being, you are not likely to put the required time, attention, and energy into the process.

Self-Awareness
To evaluate your self-awareness, answer the following questions (circle answers):

Do you have a clear picture of your career interests and skills?	Yes	No	Uncertain
Can you make a list of what's most important to you, in priority order?	Yes	No	Uncertain

A realistic view of your interests, skills, values, and personality is a vital part of effective career planning. Without such information about yourself, you are likely to decide upon an occupation that is less than satisfying or which may not truly match your personal strengths.

Information and Experience
To evaluate your information and experience, answer the following questions (circle answers):

Are you aware of the job outlook, educational requirements, typical job activities, and starting salary of the occupations you are considering?	Yes	No	Uncertain
Do you have any kind of work or volunteer experience that confirms your interests?	Yes	No	Uncertain

Information about the world of work is an important part of the career planning puzzle. The career exploration process described in this booklet will provide you with a wide range of information related to occupations you are considering.

Decision Skills
To evaluate your decision skills, answer the following questions (circle answers):

Do you follow a systematic process when making important decisions in your life?	Yes	No	Uncertain
Are you usually satisfied with the outcomes of the decisions you make?	Yes	No	Uncertain

You may be highly motivated and have all the information you need about yourself and about various occupations -- and still have difficulty making a career decision. Decision making is a skill that must be learned; it is not a skill you are born with.

EXERCISE **Based on your answers, evaluate your career planning readiness by marking an "X" where you think you fall on the scales below.**
(HINT: "Yes" answers would indicate a high score.)

Motivation	Low	|____|____|____|____|	High
Self-Awareness	Low	|____|____|____|____|	High
Information and Experience	Low	|____|____|____|____|	High
Decision Skills	Low	|____|____|____|____|	High

You may want to review these rating with someone who knows you well in order to confirm your evaluations. If you marked a factor toward the "Low" end of the scale, you may need to focus some additional energy on this factor in order to fully benefit from the career planning process.

Career Options will provide help with most of these factors. If you marked the left end of the scale on "Decision Skills," you might also want to locate some materials (see the section of this booklet on "Career Resources"-- page 56) or assistance related to this factor.

IT'S UP TO YOU

Since you have read this far, it's evident that you've already made a decision to take an active part in your own career development. You have also shown that you are capable of a fundamental skill required in this process: taking responsibility for the direction of your own life.

The fact is, if you don't consciously choose a career path that fits your interests, skills, and goals, no one else will do it for you! Leaving your career to fate is a rather risky alternative that often leads to much confusion and personal unhappiness.

By following a simple step-by-step process, you can increase your ability to choose a career path that is well matched to your skills, interests, values, and goals. The *Career Options* modules are designed to guide you through this career planning process.

If you follow this simple model and faithfully complete the exercises provided, you should end up with a clearer sense of career direction by the time you finish this booklet.

EXERCISE Complete the following sentence:

The most important thing that I learned from Module 1 is _____

_____

_____

CAREER OPTIONS Module 2

SELF ASSESSMENT

2

SELF ASSESSMENT

OVERVIEW

"Do what you can, with what you have, where you are."

- Theodore Roosevelt

Career planning often starts with an evaluation of your interests, skills, and values. This module provides you with an opportunity to take a look at these factors in a way that relates them to different kinds of occupations.

Module 2 is divided into three primary sections:

* evaluation of interests, skills, and values
* consideration of how your interests, skills, and values relate to each other
* selection of compatible occupational groups

The results you obtain will prepare you to use the career exploration resources described in Module 3: Career Exploration.

CAREER INTEREST PROFILE

On the next few pages, you will be asked to consider a variety of different activities and to mark those that you might like to do as a part of your future occupation. It is important, for purposes of this exercise, that you *consider only your level of interest; do not consider your ability to do the activity*. Your ability levels will be considered in a later exercise in this module. Read each item carefully. The example of an occupation provided as a part of each item may be used to give you an idea of the meaning of the item. Many other occupations are related to the listed activities, so do not exclude an activity that may appeal to you only because the sample occupation may not interest you.

EXERCISE **Read the items on the following pages. If you find the item to be of any interest at all, circle the number code in front of it.**

(NOTE: The Career Interest Profile is based on public domain information contained within the Guide for Occupational Exploration - a publication of the U.S. Department of Labor.)

3.01 Manage a farming, fishing or horticultural business (example: forester).

4.01 Investigate crimes, arrest law-breakers and enforce the law (example: detective).

4.02 Prevent crimes, fight fires and protect people from harm (example: fire fighter).

5.01 Plan and design the construction of buildings; work with electronic circuits (example: engineer).

5.03 Collect and record technical engineering data (example: drafter).

5.04 Pilot an airplane or ship (example: airplane pilot).

5.05 Perform highly skilled trade-related work using hand tools and/or machinery (example: mechanic).

5.06 Operate and maintain equipment in a power generating, distribution or communications system (example: power plant operator).

5.07 Inspect and test materials to be sure they meet quality standards (example: quality control inspector).

5.10 Use hand tools to build, install and/or repair materials according to set procedures (example: carpenter).

2.01 Conduct scientific research to investigate non-living things (example: chemist).

2.02 Conduct scientific experiments to expand knowledge of living things (example: biologist).

2.03 Prevent, diagnose and treat human and animal diseases (example: medical doctor).

2.04 Use lab techniques to perform tests and assist scientists, engineers, researchers (example: laboratory assistant).

11.01 Use advanced math and computer programs to analyze and interpret numerical data (example: programmer).

11.03 Gather, study and analyze all aspects of human behavior (example: psychologist).

11.06 Examine and interpret budget and financial data (example: accountant).

11.10 Examine records, investigate problems and enforce regulations and policies (example: bank examiner).

1.01 Write, edit or direct publication of fiction, nonfiction or poetry (example: author).

1.02 Create original works of art by drawing, painting, photographing, sculpting (Example: graphic designer).

1.03 Produce, direct or perform in theatrical productions (example: actor).

1.04 Sing, compose, teach or direct instrumental music (example: musician).

1.05 Compose, perform or teach dance routines or techniques (example: dancer).

1.06 Apply artistic techniques to fabricate, decorate, etch, paint, or repair products (example: graphics art technician).

11.08 Write, edit, report and translate factual information (example: reporter).

9.01 Plan and direct social activities; escort, guide and/or orient other people (example: recreation leader).

10.01 Assist people with their personal, social, vocational or educational problems (example: counselor).

10.02 Care for, teach or assist sick or injured persons (example: nurse).

10.03 Care for children, the elderly or the disabled (example: child care attendant).

11.02 Teach, train and/or advise others in an educational setting (example: teacher).

8.01 Sell technical products (machinery, computers, etc.) And/or services (insurance, advertising, etc.) (Example: sales agent).

8.02 Sell, demonstrate and obtain orders for products and services (example: salesperson).

9.02 Provide barbering and/or beauty services (example: cosmetologist).

11.04 Advise and represent others in legal matters (example: lawyer).

11.05 Set policies and priorities; perform high level business-related administrative duties (example: business manager).

11.07 Plan and manage health, education, welfare or recreational programs (example: hospital administrator).

11.09 Raise money, advertise products or services, and attempt to influence others (example: account executive).

11.11 Manage and supervise the operation of a business, branch office or company department (example: hotel manager).

11.12 Negotiate contracts and settle claims for companies or individuals (example: insurance claims agent).

7.01 Oversee clerical operations, administer exams, and maintain records (example: legal secretary).

7.02 Use clerical and math skills to gather, organize, compute and record numerical data (example: bookkeeper).

7.03 Keep records, answer customer questions and use math skills in dealing with the public (example: bank teller).

7.04 Receive, organize, record or provide verbal information (example: receptionist).

7.05 Prepare and maintain clerical records and information; coordinate and schedule activities or equipment (example: office clerk).

7.06 Use business machines to record or process clerical data (example: terminal operator).

7.07 File, sort, copy or deliver records, messages or other written information (example: file clerk).

SKILLS EVALUATION

Skills are directly related to your ability to successfully complete the training and education required of the occupation of your choice, as well as to your success on the job. It is important to consider how well the overall skill requirements of an occupation match up with your ability profile. You will be doing this kind of matching in a later section of this booklet.

The skills listed below are generally recognized as important to occupational training and success.

Skill	Examples of Skill
Mechanical	fixing a broken washing machine / using a power saw / building a deck / assembling a bicycle / changing the oil in a car / fixing a leaking faucet
Problem-Solving	solving murder mysteries / writing and troubleshooting a computer program / finding a better way to do something at work / figuring out why a car won't start / learning to use a new kind of sewing machine
Numerical	calculating income taxes / balancing a checkbook / figuring out the square foot area of a room / solving algebraic equations / finding the square root of a number
Language	reporting for a school newspaper/ solving crossword puzzles / writing poetry or short stories / competing in a spelling bee / writing a report
Perceptive	putting together puzzle parts / proofreading a paper for errors / finding Waldo / noticing when things are missing or out of place / finding lost car keys / noticing when a tire is low on your car / laying out a dress pattern
Manual	using hand tools to put a toy together / sewing a dress / drawing a picture of your car / typing a paper / shuffling a deck of playing cards / slicing and dicing vegetables / removing spark plugs from an engine

EXERCISE **Refer to the descriptions above. Beside each skill, please mark an "X" below the rating that reflects your present level of skill compared to others your age.**

	Low	Below Avg	Average	Above Avg	High
Mechanical	____	____	____	____	____
Problem-Solving	____	____	____	____	____
Numerical	____	____	____	____	____
Language	____	____	____	____	____
Perceptive	____	____	____	____	____
Manual	____	____	____	____	____

As you read about the occupations you choose to explore, look for information about the skills required and relate this information to your self-ratings.

VALUES EVALUATION

Your goals reflect the things that are most important to you (i.e., your values). The closer your values match the rewards offered by a given occupation, the more likely it is that this occupation will satisfy your needs.

The values listed below are generally recognized as important to occupational satisfaction.

Value	Description of Value
Caring	Assisting others who need help / attending to others who are ill / providing information and assistance to others
Creativity	Being able to generate creative solutions to problems / expressing yourself in a creative or artistic manner
Self-Direction	Wanting to work on your projects without close supervision / being able to determine your own priorities
Leadership	Influencing people's opinions / having a say in the way things get done / serving as the leader of a group or organization
Organization	Wanting to have things organized / having a systematic plan to follow / having a clear picture of what is expected
Practicality	Seeing tangible and concrete results from work / working on "real-life" problems / focusing on more immediate concerns
Finances	Having a high-paying job / earning extra money / enjoying the luxuries of life

EXERCISE **Refer to the descriptions above. Beside each value, mark an "X" below the rating that reflects the importance of that value to you.**

	Low	Below Avg	Average	Above Avg	High
Caring	____	____	____	____	____
Creativity	____	____	____	____	____
Self-Direction	____	____	____	____	____
Leadership	____	____	____	____	____
Organization	____	____	____	____	____
Practicality	____	____	____	____	____
Finances	____	____	____	____	____

CAREER EXPLORATION SUMMARY

The chart below provides a way to summarize all the information you have gathered about your interests, skills, and values.

1) First of all, refer back to the Career Interest Profile and note which number codes you circled. Then (on the following summary sheets, under Interests) *circle* all the same occupational group numbers.

2) Then refer back to your previous Skills and Values ratings. Then, on the summary sheets, *mark an* "**X**" under the appropriate rating for each listed skill and value.

RATINGS KEY:
Lo=Low **BAvg**=Below Average **Avg**=Average **AAvg**=Above Average **Hi**=High

CLUSTER 1 : Mechanical

Interests

3.01 Managerial Work: Nature
4.01 Safety & Law Enforcement
4.02 Security Services
5.01 Engineering
5.03 Engineering Technology
5.04 Vehicle Operation
5.05 Craft Technology
5.06 Systems Operation
5.07 Quality Control
5.10 Crafts

Skills

	Lo	BAvg	Avg	AAvg	Hi
Mechanical	___	___	___	___	___
Manual	___	___	___	___	___
Numerical	___	___	___	___	___
Perceptive	___	___	___	___	___

Values

	Lo	BAvg	Avg	AAvg	Hi
Organization	___	___	___	___	___
Practicality	___	___	___	___	___

CLUSTER 2 : Analytical

Interests

2.01 Physical Sciences
2.02 Life Sciences
2.03 Medical Sciences
2.04 Laboratory Technology
11.01 Math & Statistics
11.03 Social Research
11.06 Finance
11.10 Regulations Enforcement

Skills

	Lo	BAvg	Avg	AAvg	Hi
Problem-Solving	___	___	___	___	___
Numerical	___	___	___	___	___

Values

	Lo	BAvg	Avg	AAvg	Hi
Creativity	___	___	___	___	___
Self-Direction	___	___	___	___	___

CLUSTER 3 : Expressive

Interests

1.01 Literary Arts
1.02 Visual Arts
1.03 Drama
1.04 Music
1.05 Dance
1.06 Craft Arts
11.08 Communications

Skills

	Lo	BAvg	Avg	AAvg	Hi
Language	___	___	___	___	___
Perceptive	___	___	___	___	___
Manual	___	___	___	___	___

Values

	Lo	BAvg	Avg	AAvg	Hi
Creativity	___	___	___	___	___
Self-Direction	___	___	___	___	___

CLUSTER 4 : Empathic

Interests

9.01 Hospitality Services
10.01 Social Services
10.02 Nursing, Therapy, Teaching
10.03 Child & Adult Care
11.02 Educational & Library Services

Skills

	Lo	BAvg	Avg	AAvg	Hi
Problem-Solving	___	___	___	___	___
Language	___	___	___	___	___

Values

	Lo	BAvg	Avg	AAvg	Hi
Caring	___	___	___	___	___
Practicality	___	___	___	___	___

CLUSTER 5 : Persuasive

Interests

8.01 Sales Technology
8.02 General Sales
9.02 Barber & Beauty Services
11.04 Law
11.05 Business Administration
11.07 Services Administration
11.09 Promotion
11.11 Business Management
11.12 Contracts & Claims

Skills

	Lo	BAvg	Avg	AAvg	Hi
Problem-Solving	___	___	___	___	___
Language	___	___	___	___	___

Values

	Lo	BAvg	Avg	AAvg	Hi
Leadership	___	___	___	___	___
Finances	___	___	___	___	___

CLUSTER 6 : Clerical

Interests

7.01 Administrative Detail
7.02 Mathematical Detail
7.03 Financial Detail
7.04 Oral Communications
7.05 Records Processing
7.06 Machine Operation
7.07 Clerical Handling

Skills

	Lo	BAvg	Avg	AAvg	Hi
Perceptive	___	___	___	___	___
Manual	___	___	___	___	___
Numerical	___	___	___	___	___

Values

	Lo	BAvg	Avg	AAvg	Hi
Organization	___	___	___	___	___
Practicality	___	___	___	___	___

INTERPRETING YOUR RESULTS

Now you have a summary of interests, skills and values for each of the six (6) *Career Options* Clusters. What you are ideally looking for is a cluster where you have one or more occupational groups circled as Interests and where most of the associated Skills and Values are rated Average (Avg) or higher (AAvg or Hi). This would indicate an area that is well worth further exploration. If, on the other hand, no occupational groups are circled or a number of Skills and/or Values are rated Low (Lo) or Below Average (BAvg), this cluster would be less promising to explore.

The following step-by-step guide may help you interpret your results.

Step #1: Locate Your Interests

Start with the *Career Options* Cluster where you have the greatest number of occupational groups circled as Interests.

Step #2: Review Your Skills

Review your Skills ratings for that cluster. If these skills have ratings that are Average or higher, this confirms that the occupations in this cluster may be suitable. If one or more of the skills are rated Low or Below Average, you will need to consider if these are skills you can develop through further training and whether further ability testing may help you analyze your skills in a more objective manner.

Step #3: Review Your Values

Now move to your Values ratings for this cluster. Again, if these ratings are Average or higher, this indicates some degree of value compatibility with the occupations in this cluster. If one or more of these values are rated Low or Below Average, you may want to explore the meaning of this in terms of your future job satisfaction in this kind of work.

Repeat steps #1-3 for each *Career Options* Cluster where you have circled one or more occupational groups.

By going through steps 1-3, you should have an idea of which occupational groups look most promising for you to explore in more detail.

EXERCISE **List up to four (4) occupational groups that seem to be the most compatible with your interests, skills, and values. These groups will provide you with a starting point for your career exploration in Module 3.**

Example **1. 10.01 Social Services**

1. _____

2. _____

3. _____

4. _____

EXERCISE **Complete the following sentence:**

The most important thing that I learned from Module 2 is _____

_____

_____

WANT MORE INFO?

The information that you've gathered by completing this module is meant to help you see how your interests, skills, and values are important elements of your career choice. Because your results are self-estimates and are not derived from a standardized instrument, they may not be completely reliable. If you think other kinds of testing may be helpful, see a career counselor to see what is available.

3

CAREER EXPLORATION

OVERVIEW

"If you don't know where you are going, you'll probably end up somewhere else."

- David Campbell

Now that you have completed some basic self-assessment, you should have identified some of the occupational groups that you want to explore. This module will help you translate occupational groups into specific occupations to consider. Then you will be ready to use the resources available in a career center or library to research these occupations.

You will be able to obtain information about things like:

* typical work tasks for a given occupation
* the kind of work environment it involves
* the training/educational requirements
* typical starting salary
* employment opportunities and outlook

This information will help you contrast and compare your tentative occupational selections in terms of your personal preferences and strengths.

INFORMATION RESOURCES

Occupational Outlook Handbook (*OOH*)

The *OOH* is an excellent reference you can use to narrow down your alternatives. The *OOH* is updated every two years by the U.S. Department of Labor and provides detailed information for the same occupations listed in the Occupational Index (described below). For each occupation, the *OOH* describes what you would being doing on the job, what training would be required, job outlook, typical starting salary, and other useful information. Once you read through this information, you should be able to tell whether you want to keep an occupation on your list of possible alternatives.

You will probably find that some occupations that you thought might be possibilities will be eliminated in this way. The training requirements might involve more education than you desire. The working conditions might not be to your liking. The job outlook might not be promising enough. Any number of considerations may play a role in such a decision.

Occupational Index

The Occupational Index lists many different occupations, ordered by occupational group code numbers. This Index is the resource that will be used to translate your assessment information into specific occupational titles for further exploration. A later section of this booklet (Career Search Action Steps) will describe how you can use the Index to guide your career planning.

OCCUPATIONAL INDEX

1.01 Literary Arts

Related OOH Listings
Reporters and correspondents
Writers and editors

1.02 Visual Arts

Related OOH Listings
Designers
Photographers and camera operators
Visual artists

1.03 Drama

Related OOH Listings
Actors, directors, and producers
Radio and television announcers and newscasters

1.04 Music

Related OOH Listings
Musicians

1.05 Dance

Related OOH Listings
Dancers and choreographers

2.01 Physical Sciences

Related OOH Listings
Chemists
Geologists and geophysicists
Mathematicians
Meteorologists
Physicists and astronomers

2.02 Life Sciences

Related OOH Listings
Agricultural scientists
Biological scientists
Foresters and conservation scientists

2.03 Medical Sciences

Related OOH Listings
Chiropractors
Dentists
Optometrists
Physicians
Podiatrists
Speech pathologists and audiologists
Veterinarians

2.04 Laboratory Technology

Related OOH Listings
Clinical laboratory technologists and technicians

Dental laboratory technicians
Ophthalmic laboratory technicians
Pharmacists
Science technicians

3.01 Managerial Work: Nature

Related OOH Listings
Farm operators and managers
Foresters
Gardeners and grounds keepers

4.01 Safety and Law Enforcement

Related OOH Listings
Firefighting occupations
Police, detectives, and special agents

4.02 Security Services

Related OOH Listings
Corrections Officers
Firefighting occupations
Guards

5.01 Engineering

Related OOH Listings

Aerospace engineers
Architects
Chemical engineers
Civil engineers
Electrical and electronics engineers
Industrial engineers
Landscape architects
Mechanical engineers
Metallurgical, ceramic, and materials engineers
Mining engineers
Nuclear engineers
Petroleum engineers

5.03 Engineering Technology

Related OOH Listings
Air traffic controllers
Broadcast technicians
Drafters
Engineering technicians
Surveyors

5.04 Air and Water Vehicle Operation

Related OOH Listings
Aircraft pilots
Water transportation occupations

5.05 Craft Technology

Related OOH Listings
Aircraft mechanics and engine specialists
Automotive mechanics
Automotive body repairers
Bindery workers
Bricklayers and stonemasons
Carpenters
Commercial and industrial electronic equipment repairers
Communications equipment mechanics
Computer and office machine repairers
Diesel mechanics
Electricians
Electronic equipment repairers
Electronic home entertainment equipment repairers
Farm equipment mechanics
General maintenance mechanics
Heating, air-conditioning, and refrigeration technicians
Home appliance and power tool repairers
Industrial machinery repairers
Machinists
Millwrights
Mobile heavy equipment mechanics
Motorcycle, boat, and small-engine mechanics
Numerical-control machine-tool operators
Plumbers and pipefitters
Printing press operators
Sheet-metal workers
Telephone installers and repairers
Welders, cutters, and welding machine operators

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5.07 Quality Control

Related OOH Listings
Inspectors, testers, and graders

7.01 Administrative Detail

Related OOH Listings
Clerical supervisors and managers
Secretaries

7.02 Mathematical Detail

Related OOH Listings
Credit clerks and authorizers
Billing clerks
Bookkeeping, accounting, and auditing clerks
Brokerage clerks and statement clerks
Payroll and timekeeping clerks
Traffic, shipping, and receiving clerks

7.03 Financial Detail

Related OOH Listings
Bank tellers
Cashiers
Counter and rental clerks
Reservation and transportation ticket agents

7.04 Oral Communications

Related OOH Listings
Adjusters, investigators, and collectors
Dispatchers
Hotel and motel clerks
Information clerks
Interviewing and new account clerks
Order clerks
Receptionists
Telephone, telegraph, and teletype operators
Reservation and transportation ticket agents and travel clerks

7.05 Records Processing

Related OOH Listings
Credit clerks and authorizers
File clerks
General office clerks
Mail clerks and messengers
Material recording, scheduling, dispatching, and distributing occupations
Medical records technicians
Order clerks
Personnel clerks
Postal clerks and mail carriers
Record clerks
Stenographers and court reporters
Stock clerks

7.06 Clerical Machine Operation

Related OOH Listings
Computer and peripheral equipment operators
Typists, word processors, and data entry keyers

8.01 Sales Technology

Related OOH Listings
Insurance agents and brokers
Manufacturers' and wholesale sales representatives
Real estate agents, brokers, and appraisers
Securities and financial services sales representatives
Services sales representatives

8.02 General Sales

Related OOH Listings
Retail sales workers
Travel agents

9.02 Barber and Beauty Services

Related OOH Listings
Barbers and cosmetologists

10.01 Social Services

Related OOH Listings
Counselors
Human services workers
Protestant ministers
Psychologists
Rabbis
Roman Catholic priests
Recreation workers
Social workers

10.02 Nursing, Therapy, Teaching

Related OOH Listings
Dental hygienists
Emergency medical technicians
Licensed practical nurses
Nuclear medicine technologists
Radiologic technologists
Occupational therapists
Physical therapists
Physician assistants
Recreational therapists
Registered nurses
Respiratory therapists

10.03 Child and Adult Care

Related OOH Listings
Dental assistants
EEG technologists
EKG technicians
Homemaker-home health aides
Medical assistants
Nursing aides and psychiatric aides
Preschool workers
Private household workers
Surgical technicians
Teacher aides

11.01 Mathematics and Statistics

Related OOH Listings
Actuaries
Computer programmers
Computer systems analysts
Mathematicians
Operations research analysts
Statisticians

11.02 Educational and Library Services

Related OOH Listings
Adult education teachers
College and university faculty
Dietitians and nutritionists
Kindergarten and elementary school teachers
Librarians
Library technicians
Secondary school teachers

11.03 Social Research

Related OOH Listings
Economists
Psychologists
Social scientists and urban planners
Sociologists
Urban and regional planners

11.04 Law

Related OOH Listings
Lawyers and judges
Paralegals

11.05 Business Administration

Related OOH Listings
Administrative services managers
Construction contractors and managers
Engineering, science, and data processing managers
Employment interviewers
Financial managers
General managers and top executives
Government chief executives and legislators
Industrial production managers
Management analysts and consultants
Personnel, training, and labor relations specialists and managers
Property and real estate managers
Purchasing agents and managers
Wholesale and retail buyers and merchandise managers

11.06 Finance

Related OOH Listings
Accountants and auditors
Budget analysts
Cost estimators
Underwriters

11.07 Services Administration

Related OOH Listings
Archivists and curators
Education administrators
Health services managers

11.08 Communications

Related OOH Listings
Reporters and correspondents
Writers and editors

11.09 Promotion

Related OOH Listings
Marketing, advertising, and public relations managers
Public relations specialists

11.10 Regulations Enforcement

Related OOH Listings
Construction and building inspectors
Inspectors and compliance officers

11.11 Business Management

Related OOH Listings
Hotel managers and assistants
Restaurant and food service managers

11.12 Contracts and Claims

Related OOH Listings
Adjusters, investigators, and collectors
Purchasing agents and managers
Real estate agents, brokers, and appraisers

Other Career Center Resources

The resources listed above are good places to begin your exploration. A career center or library may have other books that can provide supplemental information. Check with a reference librarian. Also, see the section of this booklet entitled "Career Resources" (page 56) for additional information that may be helpful.

CAREER SEARCH ACTION STEPS

Now that you are ready to do some further career exploration, the "Action Steps" outlined below will guide you through the process.

Using the Occupational Index

Action Step #1 After reviewing your assessment results from Module 2, look through the Occupational Index, find the occupational groups that you wish to explore, and circle them.

Action Step #2 Review the "Related *OOH* Listings" for the occupational groups you circled - these are occupations representative of the occupational groups. *Circle* the occupations that you want to explore. All of the listed occupations may be found in the *Occupational Outlook Handbook* (*OOH*).

Using A Career Center or Library

Action Step #3 Find a copy of the *OOH* that you can use. A career center or library should have a copy and other valuable resources as well.

Gathering More Information

Action Step #4 Refer back to the occupations you circled on the Occupational Index. Locate the *OOH* and refer to the index in the back of this book for specific page numbers for these occupations.

Action Step #5 Use the Career Information Sheets in this module to summarize the most important information in the *OOH* (make more copies of these sheets as necessary).

Pay particular attention to the listing of related occupations provided in the *OOH* descriptions; this listing may contain other occupations worth exploring.

By comparing the information you gather with what you found out about yourself as a result of the self-assessment, you should be able to narrow down your occupational alternatives.

CAREER INFORMATION SHEET

Name Date

Career Option Cluster Occupational group# / Title Occupation

Typical Activities/Work Tasks

Skills Required

Working Conditions / Settings

Training/Education Required

Job Outlook

Typical Earnings

Other Similar Occupations

Additional Information Sources

CAREER INFORMATION SHEET

Name Date

Career Option Cluster Occupational group# / Title Occupation

Typical Activities/Work Tasks

Skills Required

Working Conditions / Settings

Training/Education Required

Job Outlook

Typical Earnings

Other Similar Occupations

Additional Information Sources

CAREER INFORMATION SHEET

Name Date

Career Option Cluster Occupational group# / Title Occupation

Typical Activities/Work Tasks

Skills Required

Working Conditions / Settings

Training/Education Required

Job Outlook

Typical Earnings

Other Similar Occupations

Additional Information Sources

WORKER INTERVIEWS

Now that you have gathered some information from the *OOH* (and other career resources), it is time to supplement this information with a dose of "reality." There are some things you need to know about an occupation that you will not find in a book. However, this "inside information" can often be easily obtained by talking to people already employed in the fields you are considering. Most people are glad to talk to someone interested in their job and can often provide important insights into the true nature of the work, hidden benefits and liabilities, and so forth.

To set up an interview, you might first try asking your friends and relatives if they know someone who is working in an occupation that interests you; this provides you with a ready-made introduction. If this doesn't work, you can try calling (or writing) people you don't know (found in the yellow pages of the telephone book), explaining that you are a student who is going through a career planning program that suggests a worker interview as a valuable source of information. Explain that you would appreciate about 20-30 minutes of their time and offer to meet them at their convenience, at their place of work if possible.

The following interview sheets may be used to guide your interview, but feel free to ask other questions that occur to you.

EXERCISE **Conduct at least two (2) interviews with people working in one or more occupations that you are considering. Complete the following interview forms.**

Worker Interview Form

Person Interviewed _____ Date _____

Occupation _____

Years Experience _____

What are the typical tasks that you perform on the job? What equipment do you use? Where do you do most of your work?

Are their things about your job that would not be obvious to someone outside of your field? If so, what?

What kinds of skills are important to succeeding in your kind of work?

How do people usually advance in your line of work? What factors are the most important for promotions?

What do you enjoy most about your work?

What would you change about your job if you could?

Are job opportunities in your field increasing, decreasing, or staying about the same?

How difficult is it to obtain an entry level position in your line of work? How is this best accomplished?

Are there opportunities for volunteer or part-time work for someone interested in the field?

What other kinds of occupations are related to your kind of work?

What advice would you give to someone considering your line of work as a career?

Worker Interview Form

Person Interviewed _____ Date _____

Occupation _____

Years Experience _____

What are the typical tasks that you perform on the job? What equipment do you use? Where do you do most of your work?

Are their things about your job that would not be obvious to someone outside of your field? If so, what?

What kinds of skills are important to succeeding in your kind of work?

How do people usually advance in your line of work? What factors are the most important for promotions?

What do you enjoy most about your work?

What would you change about your job if you could?

Are job opportunities in your field increasing, decreasing, or staying about the same?

How difficult is it to obtain an entry level position in your line of work? How is this best accomplished?

Are there opportunities for volunteer or part-time work for someone interested in the field?

What other kinds of occupations are related to your kind of work?

What advice would you give to someone considering your line of work as a career?

EXERCISE **After you have completed the Career Information Sheets and conducted worker interviews for the occupations you have explored, review and compare the information you have gathered. Based upon your analysis, write down a tentative occupational selection, including a second and third choice.**

1. _____

2. _____

3. _____

If you are not ready to complete this exercise, do not be concerned. Continue to the next section of this module for further instructions.

EXERCISE **Complete the following sentence:**

The most important thing that I learned from Module 3 is _____

_____

_____

_____

This exploration should be seen as a personal growth process -- one that helps you discover and integrate new information about yourself, applying it in a concrete way to your occupational choice. Although you are trying to narrow down your options, it's also a time to explore things that you might not have considered before and to extend the way you think about yourself and your possibilities. If you are not ready to narrow down your options, or if your exploration has brought other occupational possibilities to your attention, take the time to fully consider and explore these opportunities.

ACADEMIC PLANNING

FROM HERE TO THERE

"You have to take life as it happens, but you should try to make it happen the way you want to take it."

- An old German saying

Since you have come this far, you probably have made a tentative occupational choice. The next step is to figure out how to translate your choice into an educational plan. This involves making some additional decisions about a program of study.

PROGRAMS OF STUDY

Most career fields can be entered at several different occupational levels, each one requiring a different amount of education and/or experience. One way to classify these levels is by the amount of training required.

1) **Job Training programs** are non college credit courses that focus upon entry level job skills in trade, technical, and service occupations.

2) **Technical Certificate programs** require less than two years of full time study and focus on specific job skills.

3) **Associate in Science (A.S.) degrees** require two years of full time study; longer for part-time students. Some general education courses (e.g., English, math, science) are required, but significantly fewer than the A.A. degree; emphasis is on obtaining specific job-related skills.

4) **Associate in Arts (A.A.) degrees** are designed for those students who want to start at a community college and then transfer to a university to complete at least a bachelor's degree. The A.A. program includes significant general education requirements, with electives related to your choice of a university major. A full time student can usually complete the A.A. in two years; part-time students will take longer.

5) **Bachelor's degrees** are required for many occupations and are the prerequisite for any kind of graduate-level or professional (e.g., law, medicine) education. A student who begins a university as a full time freshman can expect to spend at least four years to obtain a baccalaureate degree. The time required to complete more advanced degrees can vary greatly depending upon the program of study and the student's own initiative and academic potential.

The following Educational Directory will help you relate your career assessment results to different programs of study.

EDUCATIONAL DIRECTORY (ED)

The following Educational Directory divides the career clusters you have been working with into three different levels of training:

1) **Typical university majors** (for those seeking an A.A. and then a Bachelor's degree or higher)

2) **Typical Associate in Science (A.S.) programs** (for those wanting to focus primarily upon job-related skills, for quicker entry into the job market)

3) **Typical job training (and certificate) programs** (for those wanting entry-level jobs and a minimum of formal academic training)

The directory listing is not exhaustive, but it is representative of the type of training related to each career cluster. Also, no given institution will have all of the listed programs. The *College Blue Book* and various publications by Chronicle Guidance (probably available in a library) are good references to use to locate institutions offering various programs of study.

Usually the more time spent in training the greater the benefit in terms of financial reward, opportunities for advancement, and occupational status. A little research in the *OOH* can help you determine the advantages of continuing your education.

To use the Directory:

1) Refer back to the six (6) *Career Options* Clusters listed on the Module 2 Career Exploration Summary sheets.

2) Select those clusters that contain the occupational groups you chose to explore in Module 3, as part of your career exploration activities.

3) Review the parts of the Directory related to the clusters you selected. *Circle* the majors and programs of study that are related to occupations you are now considering (as well as others of special interest).

4) Complete the exercise at the end of the Directory.

CLUSTER 1 : Mechanical

Typical University Majors	Typical A.S. Degree Programs	Typical Job Training Programs
Agriculture	Air Conditioning Technology	Air Conditioning Service
Agronomy	Air Traffic Control	Aircraft Airframe Mechanics
Animal Science	Architectural Technology	Alterationist
Architecture	Automotive Service Tech.	Animal Caretaking
Construction Technology	Aviation Technology	Architectural Drafting
Criminology	Civil Engineering Technology	Auto Appraiser
Forestry	Conservation Technology	Automotive Body Repair
Electronics Technology	Construction Technology	Automotive Mechanics
Engineering, Civil	Criminal Justice Technology	Automotive Machine Shop
Engineering, Environmental	Culinary Management	Bricklaying
Engineering, Biomedical	Drafting & Design Technology	Building Maintenance
Engineering, Nuclear	Electronics Engineering Tech.	Carpentry
Engineering, Mechanical	Fire Science Technology	Catering
Engineering, Electrical	Forestry Technology	Claims Examiner
Industrial Arts Education	Horticulture	Claims Adjuster
Industrial Technology	Landscape Technology	Communication Electronics
Quality Control	Police Science	Contractor
Vocational Education	Quality Control Technology	Correctional Officer
	Radio & TV Broadcasting	Dog Training
	Robotics	Electricity
	Surveying	Fire Inspection
	Telecommunications Tech.	Fire Alarm Technology
	Veterinary Technology	Firefighting
	Video Technology	Food Service
		Gas Engine Mechanics
		Gunsmithing
		Industrial Electronics
		Landscaping
		Locksmithing
		Machining
		Marine Mechanics
		Meatcutting
		Pipefitting
		Plumbing
		Printing
		Private Investigation
		Quality Control Inspector
		Roofing
		Safety Inspection
		Security Guard
		Tailoring
		Truck Driving
		Watch Repair
		Water Treatment
		Welding

CLUSTER 2 : Analytical

Typical University Majors	Typical A.S. Degree Programs	Typical Job Training Programs
Anthropology	Biomedical Engineering Tech.	Business Software Applications
Astronomy	Business Data Processing	Computer-Aided Design
Biology	Cardiopulmonary Technology	Computer Networks
Chemistry	Computer Engineering Tech.	Computer Spreadsheet
Computer Science	Computer-Aided Design	Database Management
Dentistry	Computer Programming	Disk Operating System (DOS)
Ecology	Computer Systems Specialist	EEG Technology
Economics	Environmental Studies	EKG Technology
Entomology	Histologic Technology	Microsoft Windows
Geology	Laser Technology	Surgical Technician
History	Medical Lab Technology	
Information Systems	Medical Sonography	
Mathematics	Nuclear Medicine Technology	
Medicine	Radiologic Technology	
Oceanography		
Pharmacy		
Physics		
Psychology		
Sociology		
Statistics		
Veterinary Medicine		
Zoology		

CLUSTER 3 : Expressive

Typical University Majors	Typical A.S. Degree Programs	Typical Job Training Programs
Animation	Cinematography	Animation
Art	Commercial Art	Ceramics
Art Education	Commercial Photography	Desktop Publishing
Art History	Computer Graphics & Design	Fashion Illustration
Broadcasting	Dance	Floral Design
Classics	Desktop Publishing	Modeling
Communications	Fashion Design	Presentation Software
Drama	Graphic Arts Technology	Printing & Graphic Arts
English	Interior Design Technology	Radio Announcing
Film	Theater & Entertainment Tech.	Set Design
Graphic Design		
Industrial Design		
Journalism		
Literature		
Music		
Painting		
Photography		
Speech		
Theater		

CLUSTER 4: Empathic

Typical University Majors	Typical A.S. Degree Programs	Typical Job Training Programs
Child Development	Audiology Technology	Ambulance Attendant
Community Health	Child Care Management	Audiometrist
Counseling	Coronary Care Technology	Bartending
Education, Vocational	Dental Hygiene	Child Care
Education, Special	Dietetic Technician	Customer Services
Education, Elementary	Emergency Medical Services	Dental Assisting
Education, Secondary	Geriatric Care	Dietetic Management
Gerontology	Human Services Technology	EEG Technology
Library Science	Interpreter Training	EKG Technology
Nursing (BSN)	Mental Health Technology	Emergency Medical Technician
Nutrition	Nursing (RN)	Home Health Aide
Occupational Therapy	Occupational Therapy Assistant	Massage Therapist
Physical Therapy	Ophthalmic Technology	Medical Assistant
Physician Assistant	Paramedic Technology	Nursing Assistant
Psychology	Physical Therapy Assistant	Nutrition Aide
Rehabilitation Counseling	Recreational Therapy	Orderly
Social Work	Respiratory Care	Paramedic
Sociology		Patient Care Assistant
Speech Pathology		Practical Nursing (LPN)
Theology		Psychiatric Aide
Women's Studies		

CLUSTER 5: Persuasive

Typical University Majors	Typical A.S. Degree Programs	Typical Job Training Programs
Advertising	Aviation Administration	Barbering
Banking	Business Administration	Child Care Center Operations
Business, Accounting	Child Care Management	Computer Spreadsheet
Business, Marketing	Fashion Marketing	Cosmetology
Business, Economics	Financial Services	Fashion Merchandising
Business, Finance	Golf Course Management	Fast-Food Management
Business, Management	Hospitality Management	Floral Design & Marketing
Insurance	Industrial Management	Insurance Marketing
International Relations	Insurance Management	Merchandising
Law	Management Development	Real Estate Marketing
Public Administration	Marketing Management	Retail Merchandising
Public Relations	Medical Office Management	Telemarketing
Recreation Management	Postal Service Management	Travel Agency Operations
Sports Administration	Public Relations Specialist	
Transportation & Logistics	Real Estate Management	
Urban Land Development	Restaurant Management	
Urban Planning	Retail Management	
	Sales & Marketing	

CLUSTER 6 : Clerical

Typical University Majors	Typical A.S. Degree Programs	Typical Job Training Programs
Accounting	Accounting Technology	Administrative Assistant
Business Education	Court Reporting	Bookkeeping
	Executive Secretary	Cashiering
	Health Info. Management	Claim Adjusting
	Legal Assisting	Clerk Specialty
	Medical Records Technology	Computer Operation
	Medical Secretary	Data Entry Operations
	Office Management Tech.	Desktop Publishing Specialty
	Records Management	Executive Receptionist
	Secretarial Science	File Management Specialty
		Financial Services Specialty
		General Office Clerk
		Health Unit Coord. Specialty
		Info. Processing Specialty
		Insurance Specialty
		Legal Specialty
		Medical Clerk Specialty
		Medical Office Specialty
		Medical Transcription
		Office Assistant
		Office Automation
		Office Systems Specialist
		Public Relations Specialty
		Stenography
		Teller Operations
		Typing
		Word Processing

EXERCISE **List at least three (3) programs of study that you may wish to consider. Also indicate the educational level of your choices (i.e., university, A.S., or job training).**

1. _____ **Ed. Level?** _____

2. _____ **Ed. Level?** _____

3. _____ **Ed. Level?** _____

15 SECRETS TO COLLEGE SUCCESS

For many high school students, college is the next step toward their career goal. Success in your college studies is the result of many factors. The following list attempts to summarize some practical things you can do to increase your chances of success. None of these things are really "secret"; they are time-tested methods that have been used by many students on their way to achieving their goals.

1. **DEVELOP A CLEAR GOAL**. Why are you going to college? What do you hope to accomplish? What occupation do you want to pursue? If you don't have clear answers to these questions, it may be difficult for you to properly motivate and apply yourself.

2. **HAVE AN ACADEMIC PLAN**. Academic advising is an important part of any student's success. Your college counselor or advisor can help you determine what courses you need to take for a given program of study, major, and transfer institution.

3. **SET CLEAR PRIORITIES**. Without clear priorities, what is more important can sometimes get lost. You should have a clear sense of "what comes first" and should monitor your own activities to make sure they reflect this set of priorities.

4. **USE COLLEGE RESOURCES**. Colleges have many resources that can help you succeed. You should familiarize yourself with the assistance available within the learning assistance center (help with reading, writing, mathematics, and other

subjects), the career center, the computer lab, the learning resources center (library), the foreign language lab, and the student affairs office.

5. **KNOW COLLEGE RULES AND PROCEDURES**. You should thoroughly familiarize yourself with the information in your college catalog and student handbook. The procedures for dropping or withdrawing from classes, the grading system, deadline dates, the student code of conduct, and grade appeal procedures are some of the things you need to know about.

6. **SHARPEN YOUR LEARNING SKILLS**. Many students have difficulty in college simply because they have never learned certain basic study skills. If your note-taking, test-taking, or time management skills are not as efficient and effective as they should be, you are starting out at a disadvantage.

7. **DEVELOP COMPUTER SKILLS**. No matter what your major, computer skills will be helpful to you. Word processing, for example, can greatly increase your efficiency with any kind of writing assignment.

8. **SPEED UP YOUR READING**. Reading speed and comprehension is fundamental to college success. No matter how well you presently read, you will benefit by increasing your reading skill. By doubling your speed (often a realistic goal), you can cut in half the time required to read certain kinds of assignments.

9. **DEVELOP CRITICAL AND CREATIVE THINKING SKILLS**. One of the ways that college is different than high school is the degree to which professors expect you to be able to think in analytical and creative ways. Two particularly useful books on this subject are *Brain Power* by Karl Albrecht and *A Whack on the Side of the Head* by Roger von Oech.

10. **CAREFULLY READ YOUR COURSE SYLLABUS**. Your instructor should provide a course syllabus that summarizes the requirements of the class, the basis for assigning grades, any attendance policy, and other relevant information.

11. **TALK TO YOUR INSTRUCTORS**. If you are having difficulty in a class, often the best thing to do is to talk to your instructor. He or she may be able suggest better ways to approach the material or other ways to get help with your class work. Be sure to ask about any class assignments or requirements that may not be clear to you. Also, if you are going to ask for an exception to an established class policy or procedure, it is often best to make an appointment and do so in private.

12. **START OR JOIN A STUDY GROUP**. It is often helpful to study with a group

of other students in the same class. This gives you a convenient way to ask questions about assignments, compare notes, and quiz each other in preparation for exams.

13. **ASK QUESTIONS**. Don't be afraid to ask questions when you are not sure about something. Instructors usually appreciate questions as a way of clarifying what they are teaching.

14. **USE SUPPLEMENTAL TEXTBOOKS**. If you are having difficulty following the material presented in a text, you can often find another text covering the same material in a different way. By doing a little research in the library, you can locate another book that is more in tune with the way you like to learn, that provides examples, or otherwise presents the material in a clearer fashion.

15. **GET INVOLVED**. There is more to campus life than just attending classes. Participation in student activities, clubs, and other organizations can make you feel more a part of the college, help you develop leadership skills, and give you the opportunity to develop friendships.

EXERCISE Complete the following sentence:

The most important thing that I learned from Module 4 is _____

CAREER RESOURCES

Career Options is a good introduction to the career planning process. If you want to follow-up on what you have done so far, the following resources are highly recommended. For ordering information on publications *available from the U.S. Government Printing Office Bookstore (USGPOB)*, call (312) 353-1880 or write the BLS Publications Center at P.O. Box 2145, Chicago, IL 60690.

Career Guide: Road Maps to Meaning in the World of Work
This 488-page textbook provides an easy-to-follow step-by-step treatment of the career planning process, a review of learning styles, valuable career exploration information, a decision making model, tips on the preparation for success in college, and help with personal development considerations. *Career Guide* is designed to be used as a self-study resource. This book includes information from the *Job Outlook in Brief* (see description below) and optional-use IBM-compatible career planning software for those with computer access. To order a copy of the *Career Guide*, clearly print or type your name, complete address, telephone number, and the words "Please send me ___ copies of the Career Guide" on a sheet of paper and mail it (along with $42 per copy--check or money order) to Gary Harr, 11901 Beach Blv. #170, Jacksonville, FL 32246. Allow 2 weeks for delivery.

Occupational Outlook Handbook (OOH)
This resource is updated every two years. It is one of the most useful career information resources, providing information on typical job tasks, educational requirements, job outlook, average earnings, related occupations, and sources of additional information. Any library should have a copy of this book in its reference section. If you desire a copy of your own, it is available for $32 from the USGPOB.

Tomorrow's Jobs
This booklet is a reprint of a section of the *OOH*, summarizing the government's general employment trend projections, identifying sources of career information, and offering advice on finding a job. Available from the USGPOB.

The 1992-2005 Job Outlook in Brief
This booklet is a summary of the job outlook information contained in the *OOH*, covering hundreds of specific job titles. Available from the USGPOB.

Job Search Guide
This government publication provides information that will be useful for those who are seeking employment for the first time or who are contemplating a job change. It covers researching the job market, conducting a job search, writing a resume, interviewing skills, and other related topics. Available from the USGPOB.

Transitions: Making Sense of Life's Changes
This book by William Bridges is one of the best treatments of the factors involved in the changes we all must face in life. It is a valuable resource for anyone undergoing the stresses involved in starting college, making career decisions, moving away from home, etc. It is published by Addison-Wesley and is available in most major bookstores.

Brain Power: Learn to Improve Your Thinking Skills
This book by Karl Albrecht is a good way to explore ways of improving your critical and thinking, decision making, and problem-solving skills. It is published by Prentice-Hall (ISBN 0-13-136317-4) and can be ordered through most major bookstores.